

PART I - ELIGIBILITY CERTIFICATION

12TX11

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12TX11

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 1 Elementary schools (includes K-8)
(per district designation): 1 Middle/Junior high schools
1 High schools
0 K-12 schools
3 Total schools in district
2. District per-pupil expenditure: 14347

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 15
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	19	18	37		6	0	0	0
K	23	21	44		7	0	0	0
1	19	26	45		8	0	0	0
2	27	25	52		9	0	0	0
3	22	24	46		10	0	0	0
4	31	23	54		11	0	0	0
5	20	28	48		12	0	0	0
Total in Applying School:								326

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
0 % Black or African American
59 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
40 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 20%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2010 until the end of the school year.	25
(2)	Number of students who transferred from the school after October 1, 2010 until the end of the school year.	42
(3)	Total of all transferred students [sum of rows (1) and (2)].	67
(4)	Total number of students in the school as of October 1, 2010	329
(5)	Total transferred students in row (3) divided by total students in row (4).	0.20
(6)	Amount in row (5) multiplied by 100.	20

8. Percent of English Language Learners in the school: 6%
 Total number of ELL students in the school: 18
 Number of non-English languages represented: 1
 Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 46%

Total number of students who qualify: 151

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 8%

Total number of students served: 26

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>4</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>17</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>8</u>	<u>0</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>4</u>	<u>0</u>
Total number	<u>38</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

16:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	96%	97%	96%	97%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

12TX11

Sundown Elementary School is located at the base of the Texas Panhandle. Sundown Independent School District is the backbone of this community of 1,397 residents and has earned the nickname “Pride of the Oil Patch.” Of the 365 students (3 year old through 5th grade) who attend SES, 46% are economically disadvantaged. Our school has adopted the motto, “If It Is To Be, It Is Up To Me!”

It is the mission of SISD for our students to acquire critical academic and lifelong learning skills. Preparing our children to be productive in a changing future necessitates an excellent educational system that involves teachers, staff, parents and community members in the education and character development of all students. Our system is characterized by the highest levels of quality. Accountability is maintained for demonstrated results and continuous improvement. The SISD mission has been summed up as simply, “Excellence! Whatever it Takes!”

SES boasts a longstanding tradition of academic excellence as our students have been crowned University Interscholastic League district academic champions 15 straight years and 30 of the past 31 years. SES has achieved Texas Education Agency’s Exemplary Status five consecutive years and a total of ten times, numerous Title I Distinguished School Awards, Gold Performance Acknowledgements, and the Texas Business Education Coalition Award four times. TBEC Honor Roll Schools have the highest percentage of students performing at the “Commended” level in every subject on the Texas Assessment of Knowledge and Skills (TAKS) for three years. Less than five percent of the 8,000 schools in Texas meet this rigorous standard.

We believe involvement is crucial to the success of our students and maintain open doors to our parents and community members. We strive to develop and foster positive relationships in an effort to assist our students in reaching their educational goals. The following involvement opportunities capture the essence of our existence:

- SES invites our parents to attend the “Building Strong Families” conference yearly, where we provide transportation in an activity bus and pay for their registration and lunch as a way of saying “Thank you”.
- Musical programs, including “The Wizard of Oz”, “A Christmas Carol”, and a Valentine's Dinner Theater, use a combination of K-12 students, school staff, and members of the community as cast members.
- SES implements the character education program that was developed by the CHARACTER COUNTS! Coalition. One of the six traits is taught each six weeks, culminating in a character assembly that is led by the fifth grade students. Several community businesses financially support our character education program.
- A college/university is highlighted during an assembly at the end of each six weeks to help our students to see higher education as a viable option for their future. The assemblies include guest speakers and promotional items for the students.
- Educational and motivational speakers are brought in to inform and inspire parents, teachers and students. These presentations generally include a complimentary meal.
- The Sundown Chamber of Commerce sponsors “Kite Day” yearly in the month of May. The Chamber purchases kites for every child at SES. Parents, high school students and community members assist our children in making sure each kite has a successful launch.

- SES students are involved in service projects which include the following: collecting goods for the Ronald McDonald House, blankets for University Medical Center NICU patients, Cell Phones for Soldiers, recycling project with proceeds to Children's Hope Ministries, collection of items for the Hockley County Food Box and local nursing homes.
- Each Friday during football season, our varsity football players known as the "Roughneck Readers" enter our classrooms to read books to their young admirers. This not only encourages the life skill of reading but also promotes school spirit for our football team.
- Goodies with Grandparents, Read with Me, Pancakes with Parents, Family Feast, and Picnic with Parents invite parents to focus on their child in a positive environment while simultaneously providing an opportunity to communicate with their child's teacher.
- Our Volunteer Luncheon is an annual time to give thanks to parents and volunteers for their invested energies.
- Prior to the beginning of school, a "Meet and Greet" allows students and parents to interact with teachers and become familiar with the layout of our building.
- The School Health Advisory Committee (SHAC) sponsors "Backpacks for Kids" which is a weekend snack program funded by proceeds generated from their annual 1 mile/5k walk/run.
- "Christmas for the Kids" is an event sponsored by local churches where families in need are identified and matched with sponsors to insure their children will experience a "Merry Christmas".
- "Welcome to Your Future" is held at the end of the school year. Students spend time with teachers they will have the following school year, which sends them into the summer encouraged and excited about their future.

Sundown Elementary is a school community that takes pride in excellence. Years of tradition have created a remarkable and unique atmosphere which makes all members of the SISD family proud to be called "Sundown Roughnecks". Being nominated as a Blue Ribbon School is not just an honor, but a tribute to the commitment of our students, staff, parents, and community.

1. Assessment Results:

Each year, students in Texas must take a criterion-referenced test, the Texas Assessment of Knowledge and Skills (TAKS). This assessment measures a student's mastery of the state-mandated curriculum, the TEKS. Grades 3-5 are assessed in reading and mathematics; in addition, fourth grade has a writing assessment and fifth grade has a science assessment. The school accountability rating is based upon the results of these assessments. The ratings are divided into the following categories: **Exemplary** (90% passing), **Recognized** (80% passing), **Academically Acceptable** (70% passing), and **Academically Unacceptable** (<70% passing).

Sundown Elementary School has maintained an **Exemplary** rating since 2007. Our initial objective is for every student to be successful in meeting the passing standard. In the last six years, every third grader has met the passing standard in math. Third grade reading has achieved a 100% met standard in four of the past six years, and had a 98% met standard for the other two years. For three years, our fourth graders reached a 95% met standard in reading and mathematics, and in the past two years have accomplished a 100% met standard on all tests (Reading, Math, and Writing). The fifth grade students have been equally successful in meeting the passing standard. During the last five years, the met standard scores in mathematics have ranged from 97% to 100%, and the students met the standard in reading with passing scores from 92% to 100%.

Student success at Sundown Elementary is not limited to simply meeting the standard. Our students work toward achieving Commended Performance, the highest performance level on the TAKS. Students who achieve Commended Performance have shown a thorough understanding of the knowledge and skills taught at their grade level. We have seen an upward performance trend in our reading Commended Performance at all three grade levels. Third grade reading Commended Performance has been consistently high for the past five years and reached 75% in 2011. Fourth grade reading Commended Performance has improved from 31% in 2007 to 58% in 2011. Fifth grade reading Commended Performance has grown from 22% to 47%. Great gains have also been made in our mathematics Commended Performance. At third, fourth, and fifth grades, we have consistently been above 50% in Commended Performance and have reached as high as 69% in third grade. The teachers at Sundown Elementary are committed to helping each student to "be the best they can be."

The Texas English Language Proficiency Assessment System (TELPAS) assesses the progress the K-12 English Language Learners (ELLs) make in learning the English language. The TELPAS assesses second language development in the domains of listening, speaking, reading and writing. In grades 2-12, the reading evaluation is based upon a multiple-choice assessment. For the other grades and domains, holistically rated assessments are based on ongoing classroom observations and written student work. The TELPAS reports student performance in terms of proficiency levels: beginning, intermediate, advanced, and advanced high. At Sundown Elementary, our ELLs are usually identified when the students enroll in pre-kindergarten classes. Each ELL is serviced in our ESL program with an ESL-certified teacher and inclusion in a classroom setting. These students are given extra oral language, vocabulary development, and clarification when needed, as well as helping the students retain their native language. Our district has chosen to continue servicing our ELL students until they meet standard on TAKS. Ninety-eight percent of our students have exited the program after 3rd grade. These students are monitored for two years following their exit. If a student experiences difficulty later, and language is identified as the contributing factor, the student is put back into our ESL program. Although we use TAKS to determine whether a student should exit the ESL program, the decision is not made solely on their success on the TAKS. The decision is made on an individual basis with recommendations from the classroom teacher and knowledge of the support the student will receive at home.

Sundown Elementary has received numerous Gold Performance Acknowledgements from the Texas Education Agency. These awards are based upon the percentage of students who achieve Commended Performance on TAKS.

- Commended on Reading/ELA – 2007, 2008, 2010, 2011
- Commended on Writing – 2007, 2008, 2010, 2011
- Commended on Mathematics – 2007-2011
- Commended on Science – 2007-2011
- Attendance – 2007
- Comparable Improvement: Mathematics – 2009
- Comparable Improvement: Reading/ELA – 2010-2011

The Texas Business Education Coalition for high academic performance has recognized Sundown Elementary in four of the last five years: 2007, 2008, 2010, 2011. The TBEC Honor Roll award draws attention to the public schools that perform at the highest academic levels. Based exclusively on Commended Performance, TBEC Honor Roll schools have performed at this level of achievement for at least three consecutive years on all subjects tested. For more information about the TBEC Honor Roll, please visit their website: www.tbec.org.

Our success at Sundown Elementary can be attributed to the partnership between the community and the school district to attain a high standard of excellence. With a superior teaching and support staff, as well as great leadership from our administration and school board, our school strives to meet the educational needs of our students and prepare them for a productive future.

2. Using Assessment Results:

Sundown Elementary strives to promote individual excellence and growth in our students. Our campus motto, “If it is to be, it is up to me”, instills in each student their individual academic and social responsibility to the school. One way the campus evaluates and monitors the success of the students academically is through the use of assessment results.

Sundown Elementary uses various assessment tools to aid in gaining a comprehensive overview of each student’s strengths and weaknesses in the academic journey from early childhood through fifth grade. Eduphoria is a tool used to track and evaluate each student’s academic progress. This online suite of programs allows educators to track and monitor students’ academic progress on both an individual and a campus level. After giving a benchmark or standardized test in a specific academic area, educators can store and retrieve data on each child and have a complete snapshot of the mastery, or lack thereof, in any specific TEKS (Texas Essential Knowledge and Skills, a set of skills that the state of Texas has determined to be essential for each student to learn). Scholastic Reading Counts! allows for teachers to assess a student’s lexile, or reading level, and match the child with an appropriate level of texts, thus ensuring student success in reading comprehension.

Throughout the campus, each grade level uses a variety of specific assessments in order to create an individual profile for each student. This profile allows students to be matched with a specific and appropriate learning environment to ensure their academic success. Vertical alignment meetings are held yearly, allowing teachers to communicate which programs will best accommodate individual learners and their needs.

The early childhood program uses teacher created assessments throughout the school year to track student growth. Kindergarten through second grade uses Texas Primary Reading Inventory and Stanford Testing to add to a student’s academic profile. Third through fifth grade uses TAKS and MSTAR (Middle School Students in Texas Algebra Readiness) data to complete the profile. These results are regularly shared with

parents and guardians to help enhance each child's academic and social development, thus laying a foundation for early identification of student need for special programs. These programs include: Gifted and Talented, Dyslexia, Title 1, 504, ESL, and Special Education.

In addition to special programs offered by Sundown Elementary, the campus also provides supplemental academic enrichment opportunities, which help meet the individual needs of the learners. Each grade level provides tutorial time for students who have been identified through all assessment results as struggling learners. Teachers can utilize differentiated instruction strategies to "close the gap", and ensure content mastery. Another opportunity is the BEAR (Be Excited About Reading) Den, which is offered one hour prior to the school day and is run by certified staff members that are readily available to assist learners. Similar to the BEAR Den, an after school program is provided for homework assistance to any student. If at any point teachers feel student needs are not being met by these services, an RTI (Response to Intervention) committee is formed and a new academic plan is put in place in order to ensure student success, or appropriate referrals.

Sundown Elementary provides a designated time for parent/teacher conferences twice a year. These conferences allow for teachers to communicate growth, progress, behavioral issues, as well as assessment results to students' families. These meetings add another block to the already growing foundation for student academic success. Each year the school mails out and posts on the district website the Academic Excellence Indicator System report card which informs the community of yearly student academic performance.

Data is only as good as the utilization of its information. The use of diagnostic and summative assessment results in relation to student performance allows Sundown Elementary to adequately convey each student's accomplishments to the individual, the family, and the community. It is through this consistent and continuous process that Sundown Elementary is a successful campus.

3. Sharing Lessons Learned:

Sundown Elementary is a family that takes care of each other. All teachers are comfortable in asking for assistance with teaching strategies or sharing what works well within their classrooms. Collaboration is at the heart of the school district.

Not only does Sundown Elementary share within its walls, but with surrounding school districts. Each year, many teachers and administrators visit the school in order to see what we are doing that makes us one of the most successful districts in the state. One of many examples of this is the gifted program. Teachers often travel to Sundown to spend time in the gifted classroom observing and gathering information and materials in order to pattern their programs after Sundown's gifted and talented program. Our G/T teacher has impacted gifted programs across the state as evidenced by her renowned presentations at the district, regional and state level.

Another excellent example of successful sharing is our ESL Program. The increase of English language learners in our district has required that more teachers are ESL certified. We have ESL certified teachers in every grade level. This has proved to be a successful step towards meeting the needs of our English language learners. We have shared with other districts the importance of having a staff that is willing to take the extra initiative to ensure that all students, including English language learners, are successful.

Sundown Elementary, as with all campuses, has an open door policy with other districts' administrators and educators who are looking for an example of a school district where everything it does promotes a successful learning environment for students, parents, teachers, and administration.

Not only is collaboration found at the elementary school, but across the district. Teachers and administrators from all campuses participate in school and district book studies. As a school professional learning community, we did a comprehensive study of Focus: Elevating the Essentials To Radically

Improve Student Learning by Mike Schmoker, and looked at ways to improve our teaching in order to provide students with the educational tools needed to experience success in school and life. The top strategies were gleaned from the book, shared, and implemented at all levels.

The district shares information openly with the community through its website. Many classroom teachers have and maintain web pages on the website. Students' work and achievements are also posted, as well as information that pertains to each campus and the entire district.

Sharing of knowledge and experience has been a key factor in the success of our school district as a whole.

4. Engaging Families and Communities:

During a recent newspaper interview, our superintendent and elementary principal both attributed Sundown Elementary's success to the support of the community. Strong ties fostered between the home, school, and community are vital to creating an atmosphere of student success that supports our vision and goals. These ties are initiated and continued even before school begins in the fall with a "Meet the Teacher" night. Students and parents are invited to come to the school and enjoy a complimentary meal, fill out any needed paperwork, locate their classrooms, and drop off school supplies. Staff and interpreters are available to assist wherever needed.

Parent conferences provide a valuable opportunity to engage parents. At the end of the first six weeks, school is dismissed for two afternoons and parents are invited to individual meetings with their child's teacher. The first report card is presented and academic and behavioral expectations are discussed. Parents have uninterrupted access to the teacher in order to receive answers to their questions. With flexible appointment times available, we enjoy outstanding participation. These parent conferences are scheduled again in February to allow discussions about yearly progress and the upcoming state tests.

Parents and community members are invited into the school as volunteers for classroom parties and in the school SRC (Scholastic Reading Counts!) store, field trip sponsors, and to serve on committees such as the Student Health Advisory Committee and the District Wide Decision Making Committee. The SHAC funds "Backpacks for Kids", which provides weekend snacks for students through an annual 1 mile/5K walk/run each summer. The DWDMC asks community members, students, and staff to participate in a wide variety of decisions, such as setting a school and staff development calendar, reviewing referrals for educational improvement, and writing the district improvement plan. Our parent and community volunteers are invited to a luncheon in their honor at the end of the year to celebrate their contributions.

Communication plays a key role in engaging families and the community. Our updated web site is both dynamic and interactive, providing many avenues for contact and information dissemination. Our School Reach communication system allows parents and community members the option of receiving school-related details via text, cell phone, or home phone. These communications may include such items as school delays because of inclement weather or upcoming test days so parents can ensure students get plenty of rest. In addition, our superintendent mails out a monthly newsletter to the entire city of Sundown and to all families of transfer students. This memo includes achievements on individual campuses, announces early outs and dismissals, University Interscholastic League events, as well as other pertinent information.

We recognize that student success is bolstered by engaging families and the community, and we are committed to activities that will enhance this beneficial relationship.

1. Curriculum:

The foundation for Sundown Elementary's curriculum is the Texas Essential Knowledge and Skills (TEKS). Through these state based standards teachers vertically and horizontally align the curriculum so that content, learning styles and instructional methods are blended to establish a successful learning environment. The goal is to engage learners and create life-long learners.

English Language Arts/Reading: Our reading/language arts instruction takes place in blocks of time varying from one hour and forty-five minutes up to two and one-half hours. The foundation of our reading success begins in K-2 with students mastering phonics using the Saxon Phonics program. Grades K-5 also use the Houghton Mifflin Harcourt Journeys series, promoting vertical alignment of reading skills. At-risk students in grades 1-5 receive reading instruction in small groups. Our primary grades use the SRA writing program while the intermediate grades emphasize the writing process through 6-1 Trait Writing curriculum.

Math: Dedication to integration and vertical alignment between curricula is central to our campus success. Primary grades use Saxon Math to develop strong foundational concepts based on concrete experiences and are aligned with national math standards. Primary and intermediate teachers have bridged national standards to state standards by developing a modified curriculum. This provides younger students with a natural transition to critical thinking strategies used in our math curriculum. Annually revised vocabulary instruction is aligned locally to insure no gaps between grade levels. Supplemental curricula include Mastering Math Facts, Midget Digits, Target Math, and MacMillan McGraw-Hill Texas math textbooks.

Science: SES integrates science into the core areas based on the TEKS through third grade. Fourth and fifth grade science TEKS are taught cohesively by the same teacher through daily lessons and hands-on laboratory instruction. Lessons consist of reading (Harcourt Science), multi-media presentations, computer research, and singing and dancing ("The Jammin' Classroom"). Inquiry-based learning and concept development are based on the 5E model and are actively put to practice in the fully equipped science lab. Students travel to Palo Duro State Park, Carlsbad Caverns National Park, and KCBD Channel 11, Lubbock's weather studio, giving them the opportunity to see science at work. Lessons are taught at a level of rigor that has specifically led our fifth graders to have 62% of students score over 93% on the state's standardized test.

Social Studies: Our goal at SES is to prepare our students to become productive citizens. We stress the importance of good character and citizenship. We focus on community while also spotlighting our state's and country's rich history. We involve our students in community and history through service projects and field trips to nursing homes, the Ronald McDonald House and historical trips to the Ranching Heritage Museum, the Palo Duro Canyon Historical Museum and the Symphony Orchestra. Technology is utilized by taking virtual field trips to the White House and the National Museum.

PE/Health: Often overlooked as a foundational block for brain development and academic progress, physical education is not only embraced, but enriched. A forty-five minute block is scheduled daily in all grades to include rigorous structured activities as well as free play. The swimming and water safety programs provide an unparalleled neurological stimulus from first grade through fifth grade. All students experience added confidence and self-esteem through the demanding rigors of personal skill development, water safety knowledge and pre-lifeguarding techniques. During fourth and fifth grades, CPR techniques are mastered at a level to give each child confidence to step up during a stressful situation. Confidence is the most powerful tool taken back to the classroom each day from the aquatics.

Technology: Technology TEKS are addressed in each grade level by the use of computer labs, interactive white boards, and mobile computer labs. Instructors can utilize programs and tools such as United Streaming, Brainpop, SRC, Study Island, and Starfall to enhance students' learning. Students can experience using PCs as well as Mac devices. Teachers are able to check out iPads for classroom instruction and reteach strategies which helps meet student needs. We also utilize iPods to record lessons and to help parents understand these lessons, thus empowering them to work with their student at home. Engaging kids and using technology to enhance instruction is a tool we use with great success.

Music/Fine Arts: Students receive music instruction for a minimum of thirty minutes daily. The state adopted textbook series, Making Music by Silver-Burdett and Alfred Publishing's No H in Snake are used in grades K-4. The lessons from this curricula use differentiated teaching techniques that benefit the brain by blending movement, music theory, instrumental performance, and the vocal training. Fifth graders enjoy a successful first year of band instruction. During the course of a school year, all students take part in multiple public performances. Some are singing or instrumental programs only while others are musical plays.

2. Reading/English:

The core belief of our reading instruction is every teacher's commitment to each child becoming a lifelong and successful reader. Our instruction mirrors our district mission, "Excellence—whatever it takes!"

Sundown students' path to reading success begins with our curriculum and instruction. Our 3-year-old program introduces the letters of the alphabet; our Pre-K, letters and sound. Kindergartens learn to blend these letters and sounds into words, so that 80% of students are reading when they enter first grade. To address all five components of reading, our school has chosen the Houghton Mifflin Harcourt program for grades K-5. This program promotes research-based instruction in fluency, vocabulary, and comprehension. Due to the limited life experiences of many students, we recognize the need to build background knowledge and vocabulary before reading. Teachers model the meta-cognitive strategies for comprehension.

Classroom reading teachers begin intervention for at-risk students through before and after school tutorials. Our school-wide Title I reading teacher continues Tier 2 instruction for grades 1-5 in small groups. Our daily dyslexia program uses the "Take Flight" Texas Scottish Rite curriculum for Tier 3 intervention. Our Tier 3 special education students placed in the regular reading classroom consistently have support of inclusion teachers.

To become lifelong readers, students must learn to love reading. Every reading teacher has blocks of the day devoted to sustained-silent reading and to teachers' reading aloud to students. The SRC program assesses students' comprehension of this independent reading. Individual student achievements with SRC are recognized in our daily school-wide announcements. Students enjoy spending SRC points at our Roughneck Zone store, operated by parents. We also celebrate reaching a school goal of 25,000 SRC points each year. Students have access to authentic literature through our school library and extensive classroom libraries. Daily at-home reading is monitored through reading logs, so students are encouraged to take textbooks and library books home. Scholastic book orders and our book fair offer students opportunities to start their own personal libraries. For students whose parents go to work early, our BEAR (Be Excited About Reading) Den is available in the school library beginning at 7:00 a.m. where students can read and take SRC tests. Summer reading is promoted by our Literary Day in which teachers dress as book characters and present dramatizations of books. All of these activities both reinforce students' reading skills and foster the love of reading.

Our students' achievements throughout our curriculum begin with their foundation as successful readers just as success in life depends on becoming lifelong readers.

3. Mathematics:

Instructional decisions are based upon the Texas Essential Knowledge and Skills, along with the National Curriculum Standards and Focal Points, always in consideration with what is best for our students. Our primary grades use the spiral curriculum to develop strong foundational concepts, while placing an emphasis on concrete experiences with manipulatives and numerous opportunities for making connections to everyday life situations. Staff members modified and created a complimentary curriculum to effectively bridge students' transfer of concrete concepts to abstract representation. Our math curriculum provides a step-by-step guide for instruction in our intermediate grades. It covers problem solving strategies, vocabulary alignment, opportunities for critical thinking, and application to real life mathematics. K-12 staff members annually revise vocabulary instruction to assure successive grades use the same "math talk."

Sundown Elementary supplements our core curriculum with a variety of additional programs. All research-based instruction acknowledges that a mastery of basic math facts is essential to the development of more complex mathematical skills. Our teachers have implemented Mastering Math Facts and Midget Digits to support skill proficiency. Target Math offers our older students an opportunity to preview and practice state mandated student expectations in an informal setting. Intermediate grades use the MacMillan McGraw-Hill Texas math textbook as additional reinforcement of computational skills. Another factor that contributes to our success is that certified teachers offer before and after school tutorial and homework support at the H.O.T Center (Homework On Time).

Since the ultimate purpose of assessment is to support and enhance student learning, our highly qualified teachers incorporate the use of weekly assessments and cumulative benchmarks to evaluate student progress. Disaggregated data, along with class performance and teacher observation, are used to identify students requiring intensive instructional support.

Our school takes pride in the utilization of programs that target the needs of our at-risk math students, as well as those who excel in math. Extended day instruction and Designated Math Zone focus on scaffolding instruction for individuals and groups of students, offering small teacher to student ratio with intensive instruction tied to core curriculum. Developmentally advanced students compete in math contests through University Interscholastic League academic meets. Mathematically gifted students have the opportunity to research themes such as robotics, with the purpose of entering competition.

Technology plays an integral role in the education of Sundown students. All classrooms utilize Promethean boards to augment learning by encouraging student interaction. ALEKS, or Assessment in Learning Knowledge Spaces, assesses skills deficits in struggling students, provides individualized remediation, and tracks student growth.

Sundown Elementary has the goal of providing positive and enriching experiences so all students have ownership of mathematics. Building a strong foundation of mathematical concepts in real life mathematical situations will encourage our students to become twenty-first century problem solvers.

4. Additional Curriculum Area:

The expression of the human mind, body, and spirit through the art of music brings exhilarating pleasure and satisfaction while challenging the mind. Thus, all students attend music classes daily for a minimum of thirty minutes. The state-adopted curriculum, Making Music (2005), along with supplemental materials, follows the lesson cycle based on Texas Essential Knowledge and Skills.

A wide variety of activities, lessons, and performances enriches the music experience, facilitates deeper learning, and meets the needs of all students. Vocabulary and cultural enrichment are a focus and are often applied in singing and movement activities. Music theory is incorporated early, by singing, playing games, and by playing a variety of instruments—un-pitched, pitched, and "found" instruments (such as

those used in STOMP performances). Students showcase their learning, as well as self-confidence, at parent and community performances. Kindergarten through fourth grades perform at “Christmas in the Park,” where they sing and play instruments. First through fourth grades perform musical plays to cross the curriculum to include reading, math, social studies, science, and P.E. skills. Themed programs have included the solar system, Texas history, time-honored classic stories, good character, and even test anxiety. Each play concludes with a literature emphasis to encourage students to read books on that play’s theme. Parents are involved in plays, both as part of the audience, and as volunteers who create costumes, props, and the set. K-5 students experience singing, moving, listening, reading/writing, improvising/composing, and performing through exposure to music from all periods of music history. District UIL contests in Music Memory are used to increase music appreciation of major composers, their lives, and their music. Third graders enjoy a jump rope unit to reinforce the importance of a steady beat. The unit culminates in a peer-teaching event as middle school students display their advanced jump-roping skills. Interacting with the upperclassmen further motivates these young students! Fourth graders participate in Pre-Band through a recorder unit where students read and play music on the treble staff in a variety of rhythm patterns. Fifth graders continue their music education by participating in band. Students become more advanced at music reading and rhythms through performance on a band instrument. A huge benefit of music education through band is the importance of learning individual responsibility within the framework of team building. Students also learn the work ethic required to carry on the tradition that has earned the Sundown High School Band back to back state championships.

Critical academic and lifelong learning skills are ingrained at an early age through daily immersion in music. Beginning in kindergarten, all students participate by listening, playing rhythms and melodies, and reading music. This interaction between the left and right hemispheres of the brain is instrumental in developing higher order thinking skills, thus improving academic achievement. In turn, critical thinking and decision-making skills beget productive citizens who live according to our campus motto, “If it is to be, it is up to me!”

5. Instructional Methods:

At Sundown ISD, we are guided by the mission statement, “Excellence! Whatever it takes!” There is an expectation of excellence, which begins with our campus of highly qualified teachers. Each teacher accommodates the diversity of ability, learning style, and student interests that coexist in our classrooms. Educators strive daily to meet each student’s individual needs by providing meaningful, research-based instruction. This goal is met through a variety of approaches using the Revised Bloom’s Taxonomy, multiple intelligences, and brain-based education methods, which are learned by attending professional development trainings. Each summer, educators attend trainings of their choice based on campus instructional goals. This allows them the freedom to stay current, share ideas, and work on individual interests.

We are fortunate to have technology at our fingertips to help with differentiating our instruction. Every classroom is equipped with a Promethean active board, video conferencing capability, and a Mac Book Pro for teachers’ use. There is an elementary student computer lab, iPads available for daily use, and also digital cameras in each grade level. This technology allows us to pair curriculum concepts taught from our textbooks with video presentations produced throughout Texas, the United States, and abroad for reinforcement. Our teachers can gain and further students’ interests through association of abstract concepts to real world applications. These instructional tools are implemented to focus on high academic expectations for all.

Each grade level works together to vertically align curricula to other levels. Sundown ISD has all three campuses (elementary, junior high, and high school) under one roof which creates advantages available to us within walking distance. This unique proximity allows us to collaborate closely with advanced grade level teachers. This benefits our students academically and prepares them for future learning through shared terminology. It also allows for elementary students to be mentored by high school students.

SES meets the instructional needs of our students through several different programs. We house both a Title I Reading and Designated Math Zone, which lower our student teacher ratio considerably in these content areas. Dyslexia students receive individual, direct instruction for thirty minutes daily with a Scottish Rite trained Dyslexia Therapist/teacher. Qualified students attend daily gifted and talented classes to add depth and complexity to the core curriculum and TEKS. The Content Mastery Curriculum, serving our special education students, works as an inclusion and/or pullout program as needed per individual. More than one ESL certified teacher is present in each grade level. All of these extras, along with before and after school tutoring, are for the assurance of the high level of learning and achievement we expect of our students and ourselves.

6. Professional Development:

Sundown Elementary is committed to student as well as teacher success. Our teachers are dedicated to their profession and constantly seek to enhance their knowledge. Using our Campus Improvement Plan as a guide, our principal and staff work collaboratively to determine appropriate trainings based on recent research, technology developments, curriculum adoptions, student assessment analysis and needs, and current best practices. Anti-bullying techniques, autism awareness, teaching students of poverty, and methods of technology have been recent areas of emphasis and serve as a focus for school wide implementation. In addition, our elementary math program is one that requires our teachers to attend a three-hour curricular meeting every six weeks to discuss the state standards and go over the material for the following six weeks. This insures the state standards are being met and serves as a road map to ensure the proper concepts are being taught.

Workshops are available through our Regional Service Center. Many teachers attend these grade level and subject specific sessions. Teachers are also given the opportunity to attend state, regional and local trainings that are aligned with campus instructional goals.

Departmental meetings are held annually to discuss previous year scores on standardized tests and to plan next year's goals. The department chair conducts these meetings and subject related teachers attend. This is also an excellent opportunity for teachers to align vertically and share research based methods for their particular discipline. This collaboration of staff directly impacts student achievement, as evidenced by our excellent test scores.

Vertical planning meetings are held each year in which connected grade levels discuss topics such as test scores, attendance rates, discipline issues, teaching strategies and grade level requirements. This information is vital in planning for the following school year. Special teachers such as Dyslexia, Chapter One, and Special Education are also invited to attend to discuss children with special needs.

Some of our most effective and valuable professional development comes from within our own staff. SES is fortunate to have Texas identified Master Reading Teachers and multiple teachers with master's degrees in varied content areas and fields of expertise. Our school counselor conducts annual trainings in the use of Eduphoria, a computer-based program allowing teachers and administrators to have instant access to disaggregated student data based upon benchmark testing. This harvested data allows teachers to create lessons targeting student needs and provides valuable information when conferencing with parents.

SES teachers and staff are dedicated to continuing education and consider ourselves to be life-long learners as we lead our students down the path of academic success.

7. School Leadership:

As instructional leader, our principal takes our district mission, "Excellence! Whatever it takes!" seriously. This philosophy encourages our staff to go above and beyond to ensure success for every student.

One way he ensures success is to develop relationships with each teacher, child and their families. He is present in the hallway, cafeteria and outside at dismissal. Every Friday he recognizes a “student of the week” from each class on the morning announcements. He then comes to each child personally to congratulate them with an award. He knows students by name and understands their academic and personal situation.

Positive relationships with parents are a priority for our administrator. Every fall our principal takes a large group of parents to the Building Strong Families Conference. Parents learn effective ways to parent in today’s changing society. He has an open door policy with parents and truly listens to their concerns and follows through accordingly, thus creating a mutual level of trust and respect.

His leadership style with teachers is service oriented. He fosters a culture of empowerment by encouraging teachers to make their own classroom decisions and supports them by providing the resources they need. Time is allotted to plan vertically. During this time teachers examine and compare data, determining if students are performing to their full potential. Findings are then communicated with administration and goals are set. This freedom of collaboration promotes ownership and responsibility in all student achievement. Our leader provides staff development options. Along with our district wide technology staff development, teachers may choose in-service according to their needs and interests. His expectations are clearly understood by teachers and goals are achieved through his guidance.

Additionally, our superintendent, board of trustees, and the DWDMC provide positive leadership for our entire district. The cooperation of all leadership creates a productive school atmosphere.

Our leadership is committed to relationships and maintaining the highest standards. As a school, we are never satisfied with average. Our expectation is to excel.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2005-2010 Publisher: Texas Education Agency/Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard & Commended	100	100	100	100	100
Commended Performance	51	69	48	47	34
Number of students tested	51	42	50	43	32
Percent of total students tested	98	98	98	98	94
Number of students alternatively assessed	1	1	1	1	2
Percent of students alternatively assessed	2	2	2	2	6
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard & Commended	100	100	100	100	100
Commended Performance	47	53	44	44	21
Number of students tested	19	19	16	18	14
2. African American Students					
Met Standard & Commended					
Commended Performance					
Number of students tested		1	1	2	
3. Hispanic or Latino Students					
Met Standard & Commended	100	100	100	100	100
Commended Performance	46	60	40	38	21
Number of students tested	26	20	25	16	14
4. Special Education Students					
Met Standard & Commended					
Commended Performance					
Number of students tested	2	4	5	3	1
5. English Language Learner Students					
Met Standard & Commended					
Commended Performance					
Number of students tested		1	1	1	2
6. White Students					
Met Standard & Commended	100	100	100	100	100
Commended Performance	52	76	58	56	44
Number of students tested	23	21	24	25	18
NOTES:					

12TX11

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2005-2010 Publisher: Texas Education Agency/Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard & Commended	100	98	98	100	100
Commended Performance	75	62	52	58	66
Number of students tested	51	42	48	43	32
Percent of total students tested	98	98	94	98	94
Number of students alternatively assessed	1	1	2	1	2
Percent of students alternatively assessed	2	2	4	2	6
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard & Commended	100	95	93	100	100
Commended Performance	68	42	40	44	64
Number of students tested	19	19	15	18	14
2. African American Students					
Met Standard & Commended					
Commended Performance					
Number of students tested		1	1	2	
3. Hispanic or Latino Students					
Met Standard & Commended	100	100	96	100	100
Commended Performance	69	55	30	50	50
Number of students tested	26	20	23	16	14
4. Special Education Students					
Met Standard & Commended					
Commended Performance					
Number of students tested	2	4	4	2	1
5. English Language Learner Students					
Met Standard & Commended					
Commended Performance					
Number of students tested		1	1	1	2
6. White Students					
Met Standard & Commended	100	95	100	100	100
Commended Performance	78	67	75	68	78
Number of students tested	23	21	24	25	18
NOTES:					

12TX11

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2005-2010 Publisher: Texas Education Agency/Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard & Commended	98	100	96	97	95
Commended Performance	57	59	57	30	50
Number of students tested	46	49	53	37	38
Percent of total students tested	98	96	100	97	93
Number of students alternatively assessed	1	2	0	1	3
Percent of students alternatively assessed	2	4		3	7
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard & Commended	100	100	90	94	89
Commended Performance	44	47	33	22	50
Number of students tested	18	15	21	18	18
2. African American Students					
Met Standard & Commended					
Commended Performance					
Number of students tested			2		1
3. Hispanic or Latino Students					
Met Standard & Commended	100	100	94	94	90
Commended Performance	50	46	50	25	55
Number of students tested	22	24	18	16	20
4. Special Education Students					
Met Standard & Commended					
Commended Performance					
Number of students tested	6	1	2	2	1
5. English Language Learner Students					
Met Standard & Commended					
Commended Performance					
Number of students tested	1				
6. White Students					
Met Standard & Commended	96	100	97	100	100
Commended Performance	65	72	64	33	50
Number of students tested	23	25	33	21	16
NOTES:					

12TX11

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2005-2010 Publisher: Texas Education Agency/Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard & Commended	100	100	96	97	95
Commended Performance	57	48	30	32	31
Number of students tested	46	48	53	37	39
Percent of total students tested	98	94	100	97	95
Number of students alternatively assessed	1	3	0	1	2
Percent of students alternatively assessed	2	6	0	3	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard & Commended	100	100	95	94	89
Commended Performance	39	43	14	17	32
Number of students tested	18	14	21	18	19
2. African American Students					
Met Standard & Commended					
Commended Performance					
Number of students tested			2		1
3. Hispanic or Latino Students					
Met Standard & Commended	100	100	100	94	90
Commended Performance	36	39	11	13	33
Number of students tested	22	23	18	16	21
4. Special Education Students					
Met Standard & Commended					
Commended Performance					
Number of students tested	6		2	2	2
5. English Language Learner Students					
Met Standard & Commended					
Commended Performance					
Number of students tested	1				
6. White Students					
Met Standard & Commended	100	100	94	100	100
Commended Performance	78	56	42	48	31
Number of students tested	23	25	33	21	16
NOTES:					

12TX11

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2005-2010 Publisher: Texas Education Agency/Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard & Commended	100	100	97	100	97
Commended Performance	62	56	66	66	57
Number of students tested	50	48	38	38	37
Percent of total students tested	96	100	95	100	95
Number of students alternatively assessed	2	0	1	0	2
Percent of students alternatively assessed	4	0	3	0	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard & Commended	100	100	100	100	94
Commended Performance	56	45	50	60	50
Number of students tested	16	20	12	15	16
2. African American Students					
Met Standard & Commended					
Commended Performance					
Number of students tested		2		1	1
3. Hispanic or Latino Students					
Met Standard & Commended	100	100	100	100	94
Commended Performance	59	38	53	62	44
Number of students tested	27	16	15	21	18
4. Special Education Students					
Met Standard & Commended					
Commended Performance					
Number of students tested	2	1	2	2	3
5. English Language Learner Students					
Met Standard & Commended					
Commended Performance					
Number of students tested					
6. White Students					
Met Standard & Commended	100	100	96	100	100
Commended Performance	62	67	74	67	67
Number of students tested	21	30	23	15	18
NOTES:					

12TX11

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2005-2010 Publisher: Texas Education Agency/Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard & Commended	98	96	92	97	100
Commended Performance	47	47	46	38	22
Number of students tested	49	47	39	37	36
Percent of total students tested	94	98	95	97	95
Number of students alternatively assessed	3	0	1	1	2
Percent of students alternatively assessed	6	0	2	3	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard & Commended	93	95	85	93	100
Commended Performance	47	35	38	33	20
Number of students tested	15	20	13	15	15
2. African American Students					
Met Standard & Commended					
Commended Performance					
Number of students tested		2		1	1
3. Hispanic or Latino Students					
Met Standard & Commended	100	88	87	95	100
Commended Performance	46	25	27	45	12
Number of students tested	26	16	15	20	17
4. Special Education Students					
Met Standard & Commended					
Commended Performance					
Number of students tested	1	1	2	2	3
5. English Language Learner Students					
Met Standard & Commended					
Commended Performance					
Number of students tested					
6. White Students					
Met Standard & Commended	95	100	96	100	100
Commended Performance	48	59	58	33	33
Number of students tested	21	29	24	15	18
NOTES:					

12TX11

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Met Standard & Commended	99	100	97	99	97
Commended Performance	56	60	56	47	47
Number of students tested	147	139	141	118	107
Percent of total students tested	97	98	97	98	94
Number of students alternatively assessed	4	3	2	2	7
Percent of students alternatively assessed	2	2	2	1	6
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard & Commended	100	100	95	97	93
Commended Performance	48	48	40	40	41
Number of students tested	53	54	49	51	48
2. African American Students					
Met Standard & Commended					
Commended Performance					
Number of students tested	0	3	3	3	2
3. Hispanic or Latino Students					
Met Standard & Commended	100	100	98	98	94
Commended Performance	51	48	46	43	42
Number of students tested	75	60	58	53	52
4. Special Education Students					
Met Standard & Commended	89				
Commended Performance	19				
Number of students tested	10	6	9	7	5
5. English Language Learner Students					
Met Standard & Commended					
Commended Performance					
Number of students tested	1	1	1	1	2
6.					
Met Standard & Commended	98	100	97	100	100
Commended Performance	59	71	65	50	53
Number of students tested	67	76	80	61	52
NOTES:					

12TX11

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Met Standard & Commended	99	98	95	98	98
Commended Performance	59	51	42	43	38
Number of students tested	146	137	140	117	107
Percent of total students tested	96	96	96	97	94
Number of students alternatively assessed	5	4	3	3	6
Percent of students alternatively assessed	3	2	2	2	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard & Commended	97	96	91	95	95
Commended Performance	51	39	28	31	37
Number of students tested	52	53	49	51	48
2. African American Students					
Met Standard & Commended					
Commended Performance					
Number of students tested	0	3	3	3	2
3. Hispanic or Latino Students					
Met Standard & Commended	100	96	94	96	95
Commended Performance	51	40	23	36	30
Number of students tested	74	59	56	52	52
4. Special Education Students					
Met Standard & Commended					
Commended Performance					
Number of students tested	9	5	8	6	6
5. English Language Learner Students					
Met Standard & Commended					
Commended Performance					
Number of students tested	1	1	1	1	2
6.					
Met Standard & Commended	98	98	96	100	100
Commended Performance	68	60	56	52	47
Number of students tested	67	75	81	61	52
NOTES:					

12TX11